

THE WORLD FEDERATION OF TEACHERS' UNIONS
(Federation Internationale Syndicale de
l'Enseignement: - F.I.S.E.)

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COMMUNISM

THE WORLD FEDERATION OF TEACHERS' UNIONS

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December 1956

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~~WORLD FEDERATION OF TEACHERS' UNIONS~~

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INTRODUCTION

The World Federation of Teachers' Unions, more frequently referred to as "F.I.S.E." ~~from~~, its French initials, is the Communist-controlled international front organization through which the Soviet Union coordinates its propaganda and tactics in the field of education in the Free World.

The F.I.S.E. is a typical Communist-front organizationⁱⁿ that it pretends to be "democratic" and "independent." It has never openly identified itself as a Communist organization. On the contrary, it claims to be the only international organization representing all teachers, regardless of political or religious belief. /1 In this disguise it seeks to unite the teachers of the world into a single international organization of teachers under its control.

The main objectives of F.I.S.E., in addition to creating broad popular support among teachers for the Soviet-Communist program, ^{are} ~~is~~ to cure the teaching profession of its "bourgeois" outlook^x and to integrate the activities of teachers into the more general action of the working class. /11 According to the Secretary General of F.I.S.E., "The bourgeoisie is now incapable of giving the slightest perspective to teachers and children." The obvious inference ^{is} ~~being~~ that only the Communists can supply such perspective. /11

The Communists thus hope, through F.I.S.E., to be able to ~~influence~~ ^{t.} ~~teachers toward~~ convert teachers to Communism and thereby capture the minds of the next generation, the students of today. /12

~~As of December 1954~~ ^{7 million} the F.I.S.E. claimed a membership of 7 million teachers. Its actual numerical strength, which in any case is concentrated in the Soviet-Satellite countries, is probably considerably smaller than this figure. ~~The practice of~~ ^{the} Vastly inflating membership figures is a tactic employed by the various international Communist-front organizations to create an impression of ~~substantially~~ greater strength and importance than that actually possessed.

The headquarters of F.I.S.E. ^{was} ~~was~~ formerly located in the Soviet Sector of Vienna in the building occupied by the World Federation of Trade Unions, of which F.I.S.E. is a trade department. In February 1956, however, the ~~Austrian~~ government banned further activities in Austria by the W.F.T.U., as well as F.I.S.E., and both organizations were forced to move their headquarters. This ^{expulsion} marked the second occasion ^{on which} ~~that~~ a host government had found it necessary to ~~proscribe~~ officially proscribe their activities. ^{having been} Both ~~were~~ expelled from France in 1951.

I

Pre-war Communist Activity in the Educational Field

The Communists have always regarded ~~the educational field~~ as a key sector ~~on~~ the ideological ~~front~~ ^{struggle}, and from the very beginning they have made it abundantly clear that their objective is to destroy non-Communist educational systems and replace them with systems based on scientific materialism.

^{intent}
This [^]was clearly evident in the Programme of the Communist International (Comintern), which was adopted in 1928 at its Sixth Congress. This Programme contained the following passage:

"In destroying the capitalist monopoly of the means of production, the working class must also destroy the capitalist monopoly of education, that is, it must take possession of all the schools, from the elementary schools to the universities."

- - - - -
"At the same time, the proletarian state~~x~~ ... reconstructs the whole of its educational work on the basis of scientific materialism."

In order to achieve ~~these~~ revolutionary objectives, the leaders of the Comintern realized that it was necessary to extend their influence beyond the immediate confines of the Communist movement itself. This realization, of course, was not confined to the educational field ~~now~~, but extended to other lines of endeavor as well.

To this end was created a number of auxiliary, or front, organizations which were actually though not theoretically, under the leadership and control of the Comintern. These front-organizations varied in character: some were easily identifiable with the Comintern; others were so organized as to conceal their true affiliation.

Into the latter category fell the Educational Workers' International (E.W.I.). The E.W.I. was not immediately recognizable as a Comintern auxiliary because it also granted affiliation to unions belonging to the Second International. /3

Created in 1922, the E.W.I. had ~~an~~ ^{the} purpose ~~of~~ bringing together ~~the~~ members of the teaching profession and teachers' unions into a single international organization under Communist control, as well as ~~the~~ spreading of Communist influence within the teaching profession. During the pre-World War II period, it was the E.W.I., in conjunction with the various Communist Parties, through which Communist activity among teachers was coordinated. /2

The E.W.I. ~~continued~~ ^{continued} to exist ~~at~~ ^{at} least nominally, until 1946 when it was succeeded by the F.I.S.E., which has carried on the essential tasks of its Comintern predecessor.

II Post-war Developments

02 During the period immediately following the war the F.I.S.E. emerged as the international Communist-front organization through which Communist activities among the teaching profession were coordinated, thereby supplanting the work formerly carried on by its Comintern predecessor, the E.W.I., of which it is a direct descendant.

The F.I.S.E. was founded at an international meeting of teachers' unions which took place in July 1946 in Paris. According to the February 1953 issue of Teachers of the World, official ~~new~~ publication of F.I.S.E., the meeting was marked "by the merging together of the old pre-war organizations, the Educational Workers' International and the International Professional Secretariat of Teachers, which declared their willingness to unite in the trade department of the W.F.T.U. (World Federation of Trade Unions)..."

The basis for this meeting, according to the above publication, was laid by the visit to Paris of a representative of the "Teachers' Confederation of Latin America," Crisologo GATICA Munoz (Chilean Communist~~X~~), who was entrusted with the task of making contact with the European organizations, while the French trade union organizations took the initiative ⁱⁿ of extending invitations to different countries, with the aim of reconstituting the teachers' international union movement.

AFTER Following the Paris meeting, international conferences of educational workers were held by F.I.S.E. in Brussels in 1947 and in Budapest in 1948. *At (after) the* Following the Budapest conference its present name, the "World Federation of Teachers' Unions" was adopted.

At a conference held in Warsaw in ~~Aug~~ August 1949 the present structure of F.I.S.E. was established, ^{and} its statutes ^{were} drawn up. ~~the~~

Post-war Communist Activity in the International Educational Field

III

^{the}
Activities of F.I.S.E.

The F.I.S.E.

~~One of the principal activities of F.I.S.E., which~~ concentrates more on social and political matters ~~rather~~ than on strictly educational problems, ^{One of its principal activities} is to promote Soviet foreign policy objectives.

Both in ~~the~~ publications and in resolutions of its executive bodies it has consistently supported the Soviet position ^W on such questions as the rearmament of Western Germany, the Korean war, disarmament, "peace", etc.

^{the}
The president of F.I.S.E., Henri WALLON, in an article which appeared in Teachers of the World (September 1952), supported the Communist charge that bacteriological warfare was being used in Korea, but ~~expressed~~ opposition ^{ad} to the proposal to entrust the investigation of the charges to the International Red Cross, ^{on the ground} indicating that the International Red Cross was ~~not~~ an unreliable organization.

The United Nations has also come in for abuse by ^{the} F.I.S.E. An article in Teachers of the World (July-September 1954) dealt with the fall of the Communist government in Guatemala in the following terms:

"...this was brutal imperialist aggression against a small country... imperialism prepared and unleashed a mortal blow against Guatemalan democracy in order to terrorize all the Latin American people...the Security Council of the United Nations, which four years ago supported a war of aggression in Korea, rejected the complaint of Guatemala."

Within its own specialized field, that of education, the F.I.S.E. constantly seeks to convey the impression that the position of teachers in non-Communist countries is intolerably low, in contrast with the situation of teachers in the Soviet Union and the Satellites, which is only described in glowing terms. A typical, but by no means isolated example ~~of this~~ was contained in the General Resolution of the Administrative Committee of the F.I.S.E., which met in Vienna in December 1954.

~~This~~ resolution, as reported in Teachers of the World (Issue No. 14, 1955), contained the following passages:

"...in spite of certain local successes, the position of the school and of the teachers in the capitalist and colonial countries continue to deteriorate..."

"In the U.S.S.R., Peoples' China and the Peoples' Democracies, the position of education and of the teachers constantly improves..."

In addition to portraying non-Communist educational systems in ~~an~~ unfavorable light as possible, the F.I.S.E. ~~at the same time~~ endeavors to promote the Soviet system of Education. In August 1951, for example, the Administrative Committee, meeting at Erfurt, stated: /8

by the Soviet Union and the People's Democracies; in capitalist countries, only the working class can supply such an answer. Educational methods must therefore be based on the great experience of the U.S.S.R."

~~The occasion of Stalin's death gave the F.I.S.E.~~

On the occasion of Stalin's death the F.I.S.E. devoted two full pages of the May 1953 issue of Teachers of the World to a glowing tribute to "Stalin the Educator." According to Henri WALLON, President of F.I.S.E.:

"Stalin has been the most exceptional educator. All his statements and writings are marked by admirable simplicity. They are the essence of good sense. Listening to him, it seems impossible to think otherwise. And yet the problems which he solves with such clarity and such simplicity are precisely the most difficult, the most controversial, those which have been distorted by the most bitter controversy."

"Stalin's work ~~is founded~~ ^{is founded} on a knowledge of the laws that man must learn to understand; these laws are objective; therefore it is possible to teach men how to discover them, to verify their efficacy, and to put them to practical application. Stalin ceaselessly gave this instruction to his closest collaborators, and whenever the occasion presented itself to the entire people. This is why his work is immortal and will continue. He gave it life by basing it on man, became conscious of the laws governing the world and of the nature of mankind itself. His essential preoccupation was man, the most precious capital of all. To render its full value to this capital, man must be instructed. Stalin was a great educator, and educator of genius, the educator of educators."

"Teachers of all countries will be inspired by his great example."

The F.I.S.E. also sent a telegram to the U.S.S.R., signed by Henri WALLON and Paul DELANOUE, Secretary General of F.I.S.E., in which it

was stated:

"The work accomplished by Brother Stalin, at the head of the forces of progress, has transformed the world. Thanks to his immeasurable contribution to the cause of the peoples, the future appears brighter to the youth of all countries. The work of Brother Stalin is immortal, his teachings will guide our action to unite the teachers of the world and educate young people to a consciousness of their responsibilities in building the future."

In view of the Stalin denigration in the U.S.S.R. it is possible that *the* F.I.S.E. *now* has lost some of its fervor for the "great educator, the educator of genius, the educator of educators."

While the F.I.S.E. professes to be an organization devoted to the interests of teachers, in reality a considerable portion of its activity is devoted to its political role with a corresponding lessening of activity *limited* towards purely educational problems.

In its political role the F.I.S.E. has not hesitated to assume *a* violently partisan stand on both domestic and international political issues, invariably following the Soviet *the* Communist line on these subjects.

Typical political pronouncements of *the* F.I.S.E. include the following:

(1) "Everywhere our enemy is the same - American imperialism which, in its determination to dominate the world, tries to impose the same methods of compulsion on all education systems throughout the world." (Teachers of the World, January 1952).

(2) "The Executive Bureau of the F.I.S.E. declares that the armament race and the policy of aggression pursued by the governments of the imperialist states, headed by the U.S.A. monopolists, are leading to the further reduction of expenditure on peaceful pursuits, and in particular for state education."

(Teachers of the World, May 1953).

(3) "Looking forward to a new imperialist war, in which they hope to enrich themselves as they did in the first two wars, the United States are building military bases in all parts of the world, in Europe, in Africa, in Asia." (Teachers of the World, February 1952).

INSERT
(4) "U.S. imperialism, stained with the blood of Korean women, is trying to spread war all over the world and to throw mankind into flames." ("Appeal to the Teachers, Professors and Scientists of the World," issued by the F.I.S.E. Executive Bureau at Sofia in February 1951).

~~February 1952.~~

(5) "In spite of the unanimous desire of the people that peace should be maintained, reactionary forces are ~~intensifying~~ intensifying ~~their~~ their activities and are opposing the relaxation of international tension, they are organizing military blocs in Europe and Asia, they are opposing movements for national liberation, and they are interfering in the internal affairs of the Latin American peoples with a view to imposing on them dictatorial governments which are subservient to the United States monopolies." (Teachers of the World, January-March 1955).

(6) "In Western Germany in particular, where American imperialism is trying to create a base for the war that they are plotting, education has been brought to the brink of catastrophe." (Teachers of the World, July-September 1954).

While the United States comes in for the major share of the abuse, other non-Communist countries are not neglected; for example:

(1) "The teachers of India will continue to defend their own fundamental rights, the ~~cause~~ cause of the children, and the right of their people to

an education. They will do so against the colonial regime, which still survives under new forms, and against Indian reaction. And we can assure them that they will have the sympathy and the help of their colleagues in other lands." (Teachers of the World, January 1952).

(2) "A phenomenon characteristic of the political situation in Europe and throughout the world is the rebirth of German ~~imperialism~~ imperialism fostered by the English and American imperialists." (Teachers of the World, February 1952).

(3) "Not only does the enemy attempt to divide us, to separate us from the workers and the people, but he attempts to isolate the best fighters, to dismiss them, imprison them. This is what is happening in New York, India, Latin America, and, to a lesser degree, in countries like France, Great Britain and Belgium." (Teachers of the World, January 1952).

~~In 1952 the F.I.S.E. published~~

In 1953 the F.I.S.E. published and distributed a postcard entitled "Liberty Accuses," which bore the statement that, "In the United States of America, the Feinberg, Smith and McCarran Laws deprive the teachers of any real freedom of opinion or of organization." F.I.S.E. requested teachers of all lands to distribute and mail the post-card, ~~containing this monstrous lie.~~

In addition to its ^{own} propaganda and political activities, the F.I.S.E. also maintains links with other international Communist-front organizations, such as the World Federation of Democratic Youth, ^{and} the Women's International Democratic Federation. ~~It~~ ^{It} works in close cooperation with them, and most particularly, with the Communist dominated World Peace Council, of which the Secretary General of ^{the} F.I.S.E., Paul DELANOUE, is a member. /8

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and we should be omitted.*

In a not too subtle way the F.I.S.E. has also advocated that teachers in other countries, ~~in other countries~~, organize themselves into underground movements against their respective governments.

In the January 1952 issue of Teachers of the World the F.I.S.E. printed an article entitled, "The Teachers' Underground Movement in Shanghai Before the Liberation," written by FAN Ming, ^{its} Chinese Vice President, ~~of the F.I.S.E.~~ In this article FAN Ming described how the teachers' underground movement was organized in Shanghai during the Chiang Kai Shek regime.

This article was later published in pamphlet form by the W.F.T.U. Publications, Ltd., in London, and sold for 2d per copy. Advertisements for its sale ~~was~~ ^{are} carried in Teachers of the World.

~~In an article in Teachers of the World, May 1952, published in London, the F.I.S.E. published the following statement:~~

"From time to time happenings in one country are highly instructive for the teachers' organizations in others. For example, Teachers of the World published in its first number an interview with our colleague FAN Ming of Peking, who told how, under the Chiang Kai Shek regime, Chinese teachers in that town managed to organize themselves, to build up unity among themselves, and through their active co-operation with factory workers and parents, to develop a vast movement, centered on the teaching profession, which was an important factor in the liberation struggles of the Chinese people.

"The example of the teachers of Shanghai has been an object-lesson for our comrades in other countries, particularly in Asia, where similar problems are now being faced."

IV

~~the~~
~~the~~ Leadership of ~~F.I.S.E.~~

While the F.I.S.E. professes to be "democratic" and "independent," the fact remains that its leadership is firmly under Soviet-Communist control.

This fact is plainly evident from the background of its leaders who, ~~who are all members of~~ almost without exception, are either members of the Communist Party in their respective countries, members of Communist-front organizations, or are from countries under Communist control and domination.

The Administrative Committee of ~~the~~ F.I.S.E. is composed of the following: /16

President: Henri WALLON (France). Member of the Communist Party of France. Former Communist Deputy. /12

Vice Presidents: Ivan S. GRIVKOV (U.S.S.R.). President of the Teachers' Union of the Russian Federal Soviet Socialist Republic.

FAN Ming (Communist China). Deputy Director of the International Liaison Department of the All-China Federation of Trade Unions. Vice Chairman of the National Committee of the Educational Workers' Trade Union.

Cesar GODOY Urrutia (Chile). A leading member of the Communist Party of Chile. /18 Alternate member of the Executive Committee of the World Federation of Trade Unions.

Antonio BANFI (Italy). President of the U.S.S.R.-Italy Association. Communist Party of Italy senator.

Gueye ABDOULAYE (Dakar). Secretary General of the Senegal Democratic Union, a section of the

African Democratic Assembly. Political

Director of Reveil d'Aujourd'hui.

Secretary General:

Paul DELANOUE (France). Member of the
Communist-controlled World Peace Council.

Member of the General Council of the World

Federation of Trade Unions. As of 1953,

Secretary of the National Federation of

Education, affiliated to the Communist-

dominated C.G.T. /8,17

Secretaries:

Maria MARCHANT (Chile). Member of the
Communist Party of Chile. /4

Dimitri TAPTIKOV (U.S.S.R.)

Members:

Eustachy KUROTCHKO (Poland)

Stoiko DOBREV (Bulgaria)

Rafael TISCHLER (Guatemala)

Taieb DJADIR (Oran)

J. P. SAINZ (Mexico)

Vaclav KOUKOL (Czechoslovakia)

Erika WENDLAND (Germany)

N'GUYEN Khan Toan (Viet-Nam).

~~AUDITING COMMISSION~~

The F.I.S.E. also has an Auditing Commission composed of the following:

President:

Rudolf KRAICHEL (Austria)

Radu PETRE (Rumania)

KOVACS, fnu (Hungary)

The statutory policy-making body of the F.I.S.E. is its International Conference, but for all practical purposes the F.I.S.E. is directed by its nine officers--President, five ~~XXXXXXXXXX~~ Vice-Presidents, Secretary General, and two Secretaries. /8

The fact that F.I.S.E. has not called an international conference of its membership since July 1953 (contrary to its statutes), is a further demonstration of its undemocratic character and its complete control by a handful⁸ people.
^

V
Relationship of ^{the}F.I.S.E. to the W.F.T.U.

The Executive Committee of the World Federation of Trade Unions (W.F.T.U.) which met in Paris from 28 January to 1 February 1949, decided to recognize the F.I.S.E., in accordance with its ~~old~~ request, as the Education Trade Department of the W.F.T.U. /6 The F.I.S.E. thereby earned the dubious distinction of being the first trade department to be ORGANIZED within the W.F.T.U.

The Communist-controlled W.F.T.U. is the international front-organization through which the U.S.S.R. coordinates its propaganda and tactics in the field of labor in the Free World.

As a trade department of the W.F.T.U., the activities of ^{the}F.I.S.E. are closely coordinated by the W.F.T.U. Secretariat. Moreover, effective W.F.T.U. control of the F.I.S.E. is ensured through an interlocking directorate between the two organizations. Thus, the following officials of ^{the}F.I.S.E. are also officials of the W.F.T.U.:

Paul DELANOUE (France) Secretary General of ^{the}F.I.S.E. Member of the General Council of the W.F.T.U.

Cesar GODOY Urrutia (Chile) A Vice President of ^{the}F.I.S.E. Alternate member of the Executive Committee of the W.F.T.U.

Rafael TISCHLER (Guatemala) Member of the Administrative Committee of ^{the}F.I.S.E. Alternate member of the General Council of the W.F.T.U. /7

In 1951 the W.F.T.U., along with ^{the} F.I.S.E., moved to the Soviet sector of Vienna, having been expelled from Paris by the French Government for subversive activities. /8

The transfer of the respective headquarters to Vienna was imposed on the Austrian Government without its consent. Under the protection of the Soviet occupation forces both organizations were able to continue their activities as before.

Following the signing of the Austrian Peace Treaty the W.F.T.U., for the first time, took the necessary legal steps to register itself in compliance with Austrian law,

In February 1956, however, after having determined that the activities then being conducted by the W.F.T.U. were inimical ~~to the interests of~~ Austria, ~~the~~ government by official decree dissolved the W.F.T.U. as a legal association and expelled it from Austria. The ban also applied to the F.I.S.E. /10

Thus, two governments have officially determined that the activities of these organizations are of such a nature as to warrant their expulsion from the country.

Following the ban, the W.F.T.U. established its headquarters in Prague. Presumably, the F.I.S.E. will also establish its headquarters in a satellite country as it is extremely doubtful that any free country will accept it.

VIF.I.S.E. Unity Tactics

Shortly after its creation in 1946 the F.I.S.E. began trying ~~xx~~ to ~~bring~~ ~~recruit~~ non-Communist organizations into its fold in order to establish a single international organization of teachers, ~~under its control~~. This effort, for the most part resulted in failure. /8

The F.I.S.E. then resorted to another tactic. It adopted the ~~new~~ familiar "unity" tactic presently in vogue in the various Communist Parties and front-organizations throughout the world. ^{THIS} ~~which~~ consists of appealing to non-Communist organizations to join in ~~the so-called~~ "united action" for the achievement of a limited number of common objectives. These objectives, however, are never inconsistent with Soviet foreign policy and, more frequently, are in outright support of such objectives although this fact is never mentioned.

According to the F.I.S.E. all the ills of the teaching profession in the non-Communist countries ~~of the world~~ are ~~the result of~~ ^{attributable to} "war budgets" which result in decreased expenditures for education.

Using this as a basis, the F.I.S.E. has appealed to non-Communist teachers' organizations to join ~~with it~~ in united action to correct the evils arising from this situation. The fact that military expenditures in the Soviet/Satellite countries affect the teaching profession in those countries to the same degree is studiously ~~not~~ avoided.

To use F.I.S.E.'s own words, unity is necessary because:

"Far from improving, the situation worsens from day to day. The war budgets grow fatter, eating into the budgets for education. And because the teachers cannot accept this situation, because they struggle for the prosperity and dignity of their profession side by side with their peoples

~~and~~ and with the parents of their pupils, attacks are made on their

essential freedoms. The aim is to transform them into resigned and passive servants of the rulers who sacrifice education for war.

"This is the position not only in New York, but also in London, Paris, Brussels, Rome, Tokyo, Copenhagen, in the colonial countries and in many Asian and Latin American countries.

"Under these circumstances, there is no more essential task for our Federation than that of achieving the unity of the teaching body, unity in each country and unity on the international scale.

"Only unity can make it possible for us to force the war governments to retreat." (Teachers of the World, January-March 1953)

The F.I.S.E. has high hopes that its unity of action tactic will succeed to the point where it can progress to the next stage, namely unity of organization, its original and ultimate objective.

The F.I.S.E. has achieved a partial measure of success with its unity tactic. It ^epersuaded two non-Communist teacher organizations, the International Federation of Teachers' Associations and the International Federation of Secondary Teachers, to join with it to form a liaison committee known as the Joint Committee of International Teachers' Federations. /8

The Joint Committee came into existence in 1948 and still meets at regular intervals to discuss questions of practical cooperation between teachers of East and West. /8

One of the major accomplishments of the Joint Committee was the preparation of a Teachers' Charter, which was finally approved at a meeting held in Moscow in August 1954. As F.I.S.E. was outnumbered in the discussions, the Charter is non-polemical. /8

The F.I.S.E. has on occasion abused its relationship with the Joint
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Committee to further its own purposes. In Teachers of the World (Issue No. 15, 1955), the F.I.S.E. published an article entitled, "Summary of Reports on the Defence of Education," prepared by Mr. A. M. GOSSART, President of the Joint Committee. The F.I.S.E. took the liberty of prefacing Mr. GOSSART's report with the ~~following~~ statement:

"The report of Mr. GOSSART obviously does not apply to the socialist countries."

The F.I.S.E. also attempted to use the Joint Committee as a means of accomplishing ~~that which~~ ^{what} it has not been able to do on its own account, namely the creation of a single international organization of teachers. A specific proposal to have the Joint Committee prepare the basis for such an international organization was made by F.I.S.E. in 1952. 5 /5

The F.I.S.E. is well aware that ~~with~~ its larger claimed membership, and a disciplined following voting as a single bloc, ~~it~~ would soon ~~be~~ ^{able} it to capture control of such an organization.

VII

F.I.S.E. Attacks on the World Confederation of Organizations of the Teaching Profession (W.C.O.T.P.)

One of the principal barriers to ^{the} F.I.S.E.'s expansion in the educational field has been the non-political World Confederation of Organizations of the Teaching Professions (W.C.O.T.P.).

While the F.I.S.E., in accordance with the Soviet/Communist "unity" theme, has made certain gestures of cooperation with the W.C.O.T.P., ~~this~~ can only be regarded as a temporary tactical maneuver for the F.I.S.E. has made it clear that its objective is to destroy the W.C.O.T.P.

This was revealed in a resolution adopted by the F.I.S.E. Executive Bureau which met in Warsaw, 15-19 January 1953. ~~This~~ resolution, ~~was~~ as reported in Teachers of the World (May 1953), stated that the Executive Bureau of F.I.S.E. had resolved:

"To instruct the F.I.S.E. Secretariat...to take steps to examine the activity of the so-called 'World Confederation of Organizations of the Teaching Profession,' formed in August 1952 in Copenhagen in order to make plain its disruptive role and to end any influence it may have on ~~the~~ teachers' organizations unaffiliated ^{with} to the F.I.S.E."

^{not} ← The W.C.O.T.P. was founded in ~~August~~ August 1952 at Copenhagen when the International Federation of Teachers' Association and the International Federation of Secondary Teachers together with the World Organization of the Teaching Profession ^{(W.O.T.P.),} met and established a new, comprehensive association of teachers.

Membership in the W.C.O.T.P. is open to any national teachers' association which refrains from "partisan politics or religious controversy." /8
^{up to the present}
To date, ~~no~~ Communist-controlled bodies have joined the W.C.O.T.P. /8

In furtherance of its announced objective of destroying the W.C.O.T.P. the F.I.S.E. has consistently endeavored to discredit it in the eyes of the teaching profession. Similar efforts were directed ~~at~~ against the W.O.T.P., which the F.I.S.E. regards as being solely responsible for the creation of the W.C.O.T.P.

In resolutions of its directing bodies, in its publications, and in statements of its leaders, the F.I.S.E. has launched vicious and malicious attacks, and outright falsehoods, against the W.C.O.T.P. and its leaders, whom they have accused of trying to split the unity of teachers and of promoting war.

(Insert last paragraph here)
The following are
Typical examples of such attacks; ~~all~~ *all* are from Teachers of the World.

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include
"...we have constantly had the impression that the W.O.T.P.'s major *May 1953:* objective is to try and divide the world teaching profession in two, and to divide it taking into account not considerations connected with education, the interests of teachers, the future of the children, or the maintenance of peace, but taking into account the objectives of the big American employers or of organizations such as the International Business Machine Co. This is all in order to develop a 'cold war' offensive, at the expense of education."

~~(Teachers of the World, May 1953).~~

"Men who are preparing for war - we accuse Dr. William F. Russell, President, World Organization of the Teaching Profession." *here* ~~This was the~~ headline of an article appearing in Teachers of the World, May 1952, *here* Contained in the article was the following:

"This is the sinister figure who dominates the W.O.T.P., and will seek to dominate the World Confederation of the Teaching Profession, which he has long sought to establish."

unions and social progress, and who ~~never~~ has always been identified with American big business, whose war for world domination he supports and seeks to foist upon the teachers and the schools."

Teachers of the World, January 1952:

~~"He is not trying to divide us, to separate us from the workers and the people, but he attempts to isolate the best fighters, to dismiss them, imprison them. This is what is happening in New York, India, Latin America, and, to a lesser degree, in countries like France, Belgium and England."~~

"The splitting activities carried on in the teaching profession by some reactionary teachers' organizations, formed in the interest of American imperialists, will be denounced in every possible way - by press, radio, etc."

Teachers of the World, May 1952:

"At the same time the Executive Bureau emphasises the vital necessity of strengthening international unity of teachers; this acquires a particular importance in view of the growing activity of the reactionary 'splitting' teachers' organisations which enjoy the support of their own imperialist governments."

Teachers of the World, May 1953:

"Set up in Copenhagen in August 1952, on the initiative of American monopoly, the so-called 'World Confederation of Organizations of the Teaching Profession' is a reactionary organization which has set itself the task of smashing teachers international unity and thus making it impossible for the teachers to struggle actively for their rights and vital interests and for progress in education."

It is ~~not~~ evident from the nature and tone of these attacks that the attempt to discredit the W.C.O.T.P. is motivated by an awareness on the part of F.I.S.E. that a teachers' organization devoted exclusively to the interests of the teaching profession offers more attraction to teachers than an organization whose primary concern is the promotion of Communist political objectives. ~~the existence of such an organization~~ The very existence of such an organization poses a threat to ^{the} ~~any~~ expansion of the F.I.S.E. and its efforts to establish a single international organization of teachers under its control.